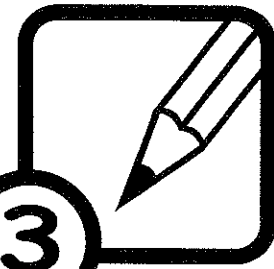


# Risk Watch<sup>TM</sup>



3

## THIRD GRADE SUPPLEMENTAL LESSONS

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### RISK WATCH<sup>TM</sup> AREA: MOTOR VEHICLE SAFETY

#### Objective:

Understand the importance of wearing a safety belt in the backseat when riding in a car, van, or truck.

#### Preparation:

Make copies of the "Belt On in the Back" worksheet.

#### Procedure:

1. Read the poem aloud to the students as they follow along.
2. Discuss any vocabulary words that could lead to better student understanding.
3. Choose a student to read each verse aloud.
4. As a class, discuss the concept of main idea. Complete the first section of the worksheet, discussing the main idea of the first stanza. Depending on your students, have the class work with a partner or independently to complete the rest of the worksheet.
5. Have students work in pairs, assigning each pair one line from the poem. Give students a large sheet of white paper on which to write and illustrate their line. Bind all the pages together to make a big book to share with younger students.
6. Conduct a closing discussion on the importance of wearing a safety belt and riding in the backseat of a motor vehicle.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS:

STANDARD 1: READING, STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS  
R-F4. IDENTIFY FACTS AND THE MAIN IDEA, SEQUENCE EVENTS, DEFINE AND DIFFERENTIATE CHARACTERS, AND DETERMINE AN AUTHOR'S PURPOSE IN A RANGE OF TRADITIONAL AND CONTEMPORARY LITERATURE  
PO 1. IDENTIFY THE MAIN IDEA AND RELEVANT FACTS IN A READING SELECTION

##### HEALTH:

STANDARD 1 STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION  
1 CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES  
PO 4. ILLUSTRATE WAYS TO PREVENT INJURIES



## Belt on in the Back

Name \_\_\_\_\_

A safety belt could save your life  
This fact is true for all  
Wear it snug, low on your hips  
And sit up straight and tall

The backseat is the place to be  
If you're not yet a teen  
It's much safer than the front  
Are you catching what I mean?

A booster seat's a good idea  
For belts that don't fit right  
Keep them down and off your face  
If you don't have the height

We want you to be safe each time  
You get into a car  
Buckle up each time you ride  
And life will take you far

**MAIN IDEA (Stanza 1)**

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**MAIN IDEA (Stanza 2)**

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**MAIN IDEA (Stanza 3)**

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**MAIN IDEA (Stanza 4)**

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### RISK WATCH™ AREA: FIRE AND BURN PREVENTION

#### Objective:

Students will draw conclusions from context clues.

#### Preparation:

Make copies of pages 5 and 6 for each student.

#### Procedure:

1. Review fire safety section in the Risk Watch™ Curriculum with the students.
2. Discuss the importance of being able to draw conclusions from text when you are reading (from the standpoint of a reading lesson). Explain what it means to draw a conclusion, give several oral examples:
  - a. Susie woke up with a start. She was surprised to find she had fallen asleep as she had been determined to stay and awake and see "her". She felt the empty space between her front teeth with her tongue. Slowly she reached her hand under the pillow in excited expectation. *WHAT IS SUSIE HOPING TO FIND? (money from the tooth fairy)*  
Have the students point out the context clues that helped them to reach this conclusion.
  - b. Leon's father called to him from the back door. "It's time!", he yelled. Leon ran, excited and nervous, towards the back door. His father was all keyed up as he explained that Leon's grandmother would soon be there to watch him while he took his mother to the hospital. Leon hugged his mother as his father took her suitcase out to the car. She rubbed her bulging tummy and grimaced and then smiled. "It won't be long now," she exclaimed. She knew how thrilled Leon was and hoped that wouldn't change afterwards when he would no longer be the sole center of attention. *WHY ARE LEON'S PARENTS GOING TO THE HOSPITAL? (Leon's mom is going to have a baby)*
3. Guide the students through the worksheet which has similar scenarios but with fire safety information in mind. Students will need to be familiar with the Risk Watch™ Fire Safety Curriculum to complete this exercise.

#### ANSWER KEY:

1. Mary heard the smoke alarm. She felt the door so she would know if fire was on the other side or if it was safe to open the door. Now she should find another exit from her bedroom, probably the window.
2. Tom's shirt had caught on fire. Now he should make sure the fire is completely out, call a grown-up for help, and cool any burns with cool water for 10-15 minutes.
3. Leslie was burned by steam escaping from the bowl. She should have taken care when removing the plastic wrap to avoid the steam. Now she should cool the burns with cool water and call for an adult.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

STANDARD 1: READING, STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.  
R-F3. USE READING COMPREHENSION STRATEGIES SUCH AS DRAWING CONCLUSIONS, SUMMARIZING, MAKING PREDICTIONS, IDENTIFYING CAUSE AND EFFECT, AND DIFFERENTIATING FICTION FROM NONFICTION  
PO 1. DRAW CONCLUSIONS BASED ON THE TEXT

##### HEALTH

STANDARD 1: STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.  
1CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES  
PO 2. LIST COMMON CHILDHOOD INJURIES, THEIR CAUSES, PREVENTION AND TREATMENT



## Context Clues

Name \_\_\_\_\_

**DIRECTIONS:** Read the story and use context clues and your fire safety knowledge to draw conclusions and answer the questions that follow.

1. Mary was sound asleep in her bed. Suddenly she was awakened by a loud noise. Mary knew exactly what to do. She rolled out of bed and crawled to the door and felt it with the back of her hand. The door felt very hot.

What noise did Mary hear?

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Why did Mary feel the door?

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What should Mary do now?

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2. Tom sat around the campfire with his Boy Scout troop. This had been the best campout yet! He watched intently as the fire crackled and sparks popped. Suddenly he looked down at his shirt. He couldn't believe it! He fell to the ground away from the fire, covered his face, and rolled back and forth. Good thing he had been listening during the fire safety talk today!

What was on Tom's shirt?

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What should he do now?

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## Context Clues continued...

3. Leslie heard the ding. She ran into the kitchen and removed her bowl of soup from the microwave. She was so hungry! Quickly she removed the plastic wrap from the bowl. Suddenly she cried out in pain.

Why did Leslie cry out?

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What should she have done?

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What should she do now?

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**BONUS:** Now write your own drawing conclusions problem for a friend to solve. Remember to give hints that will help to answer the question.

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### RISK WATCH<sup>TM</sup> AREA: CHOKING, SUFFOCATION AND STRANGULATION

#### Objective:

Students will review the concepts of choking, suffocation, and strangulation through oral presentations and editing.

#### Procedure:

1. Review the concepts of the Choking, Suffocation, & Strangulation Risk Watch<sup>TM</sup> lesson with the students.
2. Divide the class up into 3 groups. The groups will be assigned one of the three concepts just discussed (choking, suffocation, and strangulation).
3. Have the students work together in their group to brainstorm a list of possible things or scenarios that could potentially lead one to choke, suffocate, or strangle themselves. For example, the group assigned to "suffocation" might include such things as hiding in the trunk of a car, dry cleaning bags being placed over one's head, etc.
4. After the groups have brainstormed their lists, have them develop a presentation to give to a kindergarten class about these potential dangers. Presentations might be small skits, stories, etc. Allow for creativity.
5. Plan a time to visit a kindergarten class and present information. You might want to identify 3 different classes and have each group present to just one for time allowances.
6. Have the students review the concepts by completing the editing worksheet at home or in class. If you have not yet introduced commas in a series you would need to do so before having the students complete this sheet independently.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

**STANDARD 3: LISTENING AND SPEAKING, STUDENTS EFFECTIVELY LISTEN AND SPEAK IN SITUATIONS THAT SERVE DIFFERENT PURPOSES AND INVOLVE A VARIETY OF AUDIENCES.**

LS-F3. PREPARE AND DELIVER INFORMATION BY GENERATING TOPICS; IDENTIFYING THE AUDIENCE; AND ORGANIZING IDEAS, FACTS OR OPINIONS FOR A VARIETY OF SPEAKING PURPOSES SUCH AS GIVING DIRECTION, RELATING PERSONAL EXPERIENCES, TELLING A STORY OR PRESENTING A REPORT

**STANDARD 2: WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.**

W-F2. USE CORRECT SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR AND WORD USAGE, AND GOOD PENMANSHIP TO COMPLETE EFFECTIVELY A VARIETY OF WRITING TASKS

PO 1. SPELL HIGH FREQUENCY WORDS CORRECTLY

PO 2. PUNCTUATE ENDINGS OF SENTENCES

PO 3. CAPITALIZE SENTENCE BEGINNINGS AND PROPER NOUNS

##### HEALTH

**STANDARD 1 STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION**

1CH-F7. IDENTIFY CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES

PO 2. LIST COMMON CHILDHOOD INJURIES, THEIR CAUSES, PREVENTION AND TREATMENT

Name \_\_\_\_\_

**DIRECTIONS:** Edit the following sentences.

1. choo you're food well so that you don't choke

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2. miss evans told mary not to run and play while she was eating

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3. never put small items such as coins balloons and marbles in your mouth.

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4. mother removed the drawstring from marks hood so that it wouldn't get caught around his nek.

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5. your airway could be blocked by choking strangulation or suffocation

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6. children shouldn't close themselves up in smal spaces such as trunks toy boxes or freezers

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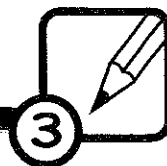
7. every one needs to be able to breathe in order two live

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### RISK WATCH<sup>TM</sup> AREA: POISONING PREVENTION

#### Objective:

Students will review poison prevention safety facts and use a table to answer questions.

#### Procedures:

1. Upon completion of the Risk Watch<sup>TM</sup> lesson on poison prevention, discuss how tables can help us to organize information.
2. Give examples of different types of tables from the math and/or social studies book. Tell the students that today you are going to share a real table that was put together by the U.S. Consumer Product Safety Commission that tells the number of deaths of children under the age of five each year due to poisonings. Many of these deaths are due to small children getting into medicine bottles and taking too much. They may think it is candy, etc. Pass out worksheet on page 10.
3. The table starts with 1972 and ends with 1998. There is a significant decrease in deaths when these two years are compared. Starting in 1972 child-resistant packaging was required, one obvious factor of this reduction. Have the students study the table and brainstorm as a class why this reduction may have taken place...guide them to not only this reason, but others as well. Other factors could include better parent education leading to proper storage of medications, Poison Control Center emergency phone numbers being more readily available, small children being taught not to eat things that are not given to them by an adult, etc.
4. Have the students use the table to answer the questions that follow.
5. Check the worksheet together and close with a review of poison prevention tips.

#### ARIZONA STATE STANDARDS:

##### MATH

STANDARD 2: DATA ANALYSIS AND PROBABILITY, STUDENTS USE DATA COLLECTION AND ANALYSIS, STATISTICS, AND PROBABILITY TO MAKE VALID INFERENCES, DECISIONS AND ARGUMENTS AND TO SOLVE A VARIETY OF REAL-WORLD PROBLEMS.

2M-F2. CONSTRUCT, READ AND INTERPRET DISPLAYS OF DATA TO MAKE VALID DECISIONS, INFERENCES AND PREDICTIONS

PO 8. SOLVE PROBLEMS USING GRAPHS, CHARTS AND TABLES



NAME \_\_\_\_\_

DIRECTIONS: Use the table to answer the following questions.

Death of children under  
age 5 involving medicines  
& household chemicals

Year	Deaths
1972	216
1973	149
1974	135
1975	114
1976	105
1977	94
1978	81
1979	78
1980	73
1981	55
1982	67
1983	55
1984	64
1985	56
1986	59
1987	31
1988	42
1989	55
1990	49
1991	62
1992	42
1993	50
1994	34
1995	29
1996	47
1997	22
1998	26

- Which year had the most deaths due to poisoning? \_\_\_\_\_
- Which years had 42 deaths? \_\_\_\_\_
- How many deaths were there in 1984? \_\_\_\_\_
- Which year had more deaths, 1983 or 1990? \_\_\_\_\_
- How many deaths were there in 1993 and 1994 combined? \_\_\_\_\_
- Which year had the least amount of deaths? \_\_\_\_\_
- How many more deaths were there in 1991 than in 1992? \_\_\_\_\_
- How many deaths were there in 1978, 1979 and 1980 all together? \_\_\_\_\_
- How many more deaths were there in 1986 than in 1985? \_\_\_\_\_
- Why do you think there were so many more deaths in 1972 than in 1998? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### RISK WATCH<sup>TM</sup> AREA: FALLS PREVENTION

#### Objective:

Students will review falls prevention information by analyzing an advertisement and answering questions.

#### Procedure:

1. Review the Risk Watch<sup>TM</sup> lesson on Falls Prevention.
2. Bring in various advertisements from the newspaper or magazines. Making overheads out of them will enable the whole class to view them as you ask questions about each.
3. Pass out the worksheets to the students. Lead the class in a discussion to complete the worksheets together or have students work in pairs and then check answers with the whole class participating.
4. Have the students make their own advertisement for a safety fair in their community or school. Have them include specifics in regard to what will be at their safety fair (include other risk areas in the Risk Watch<sup>TM</sup> Curriculum).

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

**STANDARD 1: READING. STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.**  
R-F6. READ AND COMPREHEND CONSUMER INFORMATION SUCH AS FORMS, NEWSPAPER ADS, WARNING LABELS AND SAFETY PAMPHLETS

PO 2. RESTATE INFORMATION FOUND IN CONSUMER LITERATURE

##### HEATH

**STANDARD 3 STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.**  
3CH-F1. IDENTIFY RESPONSIBLE HEALTH BEHAVIORS AND COMPARE THEM TO RISKY/HARMFUL BEHAVIORS  
PO 1. DISCUSS RESPONSIBLE HEALTH BEHAVIORS VS. RISKY OR HARMFUL BEHAVIORS

Name \_\_\_\_\_

**DIRECTIONS:** Study the following advertisement. Answer the questions that follow.



1. What time does the festival begin? \_\_\_\_\_

2. Name some of the events that could result in a possible fall:

a. EVENT #1: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

b. EVENT #2: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

c. EVENT #3: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

d. EVENT #4: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

3. How many hours long is the event?

\_\_\_\_\_

Name \_\_\_\_\_

4. Make a schedule for your family pretending you are going to attend this event.

**TIME FRAME:**

**ACTIVITY:**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



### RISK WATCH<sup>™</sup> AREA: FIREARMS INJURY PREVENTION

#### Objective:

Review firearm injury preventions through the practice of writing a personal letter.

#### Procedure:

1. Upon completion of the firearms injury prevention lesson in the Risk Watch<sup>™</sup> Curriculum, review the major concepts from this lesson on the board.
2. Review or introduce the steps of a letter: Heading, Greeting, Body, Closing and Signature.
3. Read the following letter to the students:

Dear Risk Watcher,

September 23, 2002

My name is Mr. Brown and I understand that you have been learning ways to keep you and your family members safe. My wife and I have three children and we always want them to be safe and sound. I love to go hunting with my friends and I am considering purchasing a gun and some ammunition. I need to know the safest way to store these items so that no one in my family could be injured. Can you help me with this problem? I will be waiting for your reply.

Sincerely,  
Mr. Brown

4. Have the students write their reply to Mr. Brown on the stationary provided. Discuss the fact that the safest thing to do would be to not buy a gun at all, but if he does, he needs to be given safety tips on how to store it properly.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS:

**STANDARD 2 WRITING: STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.**

W-F6. WRITE WELL-ORGANIZED COMMUNICATIONS, SUCH AS FRIENDLY LETTERS, MEMOS AND INVITATIONS, FOR A SPECIFIC AUDIENCE AND WITH A CLEAR PURPOSE

- PO 1. ORGANIZE CONTENT, INCLUDING NECESSARY COMPONENTS OF THE SELECTED FORMAT, FOR A SPECIFIC AUDIENCE
- PO 2. PLACE COMMAS CORRECTLY IN COMPONENTS UNIQUE TO LETTERS, MEMOS, INVITATIONS

##### HEALTH:

**STANDARD 1: STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.**

- 1CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES
- PO 2. LIST COMMON CHILDHOOD INJURIES, THEIR CAUSES, PREVENTION AND TREATMENT



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### RISK WATCH™ AREA: BIKE SAFETY

#### Objective:

Students will identify safe and unsafe behaviors depicted in the media.

#### Preparation:

Bring in various magazines for children or magazines or advertisements in which children are depicted.

#### Procedure:

1. Upon completion of the Bike and Pedestrian safety lesson in the Risk Watch™ Curriculum, review the importance of wearing a bike helmet every time you ride your bike, scooter, skateboard, etc.
2. Lead a class discussion on how the media influences behavior. Discuss personal experiences your students have had in wanting to imitate something they have seen in the movies, on television, or in a magazine.
3. Have the students find at least eight different photographs of children on bicycles, scooters, skates, etc. and document whether or not they are wearing a sport/bike helmet.
4. Have students use their documentation to make a bar graph with the following titles: "Proper Use of Helmet", "No Helmet", and "Improper Use of Helmet". Discuss the fact that a helmet is only effective if worn properly. Review the steps of properly fitting a helmet:

**POSITION:** Put the helmet on your head so it sits evenly between the ears and rests low on your forehead – it should only be about 1-2 finger widths above your eyebrow.

**PADS:** Put foam pads inside the helmet so it feels comfortable but really snug. Usually the helmet includes more than one size of foam pads that can be Velcro-ed inside the helmet for a better fit.

**STRAPS:** Tighten the chinstraps as snugly as possible. Adjust the junction of the front and back straps so that the junction is just under the earlobes. You should be able to fit one finger in-between the chin and the chin strap.

5. Have students choose one of the periodicals that depicted a child without a helmet and write to the editor. Their letter should include mention of the enormous amount of influence their magazine has over childrens' behavior and the importance of wearing a bike helmet. Students could also write to the magazines that showed improperly fitted helmets and include the steps to properly fitting a helmet.

#### ARIZONA STATE STANDARDS:

##### HEALTH

**STANDARD 4: STUDENTS ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH.**

4CH-F2. EXPLAIN HOW THE MEDIA INFLUENCE HEALTH BEHAVIORS

PO 1. DESCRIBE HOW ADVERTISING INFLUENCES HEALTH BEHAVIOR

##### LANGUAGE ARTS

**STANDARD 2 WRITING: STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.**

W-F6. WRITE WELL-ORGANIZED COMMUNICATIONS, SUCH AS FRIENDLY LETTERS, MEMOS AND INVITATIONS, FOR A SPECIFIC AUDIENCE AND WITH A CLEAR PURPOSE

PO 1. ORGANIZE CONTENT, INCLUDING NECESSARY COMPONENTS OF THE SELECTED FORMAT, FOR A SPECIFIC AUDIENCE

PO 2. PLACE COMMAS CORRECTLY IN COMPONENTS UNIQUE TO LETTERS, MEMOS, INVITATIONS



[illegible]



### RISK WATCH<sup>™</sup> AREA: WATER SAFETY

#### Objective:

To review water safety rules using a logic grid.

#### Before You Start:

Logic grids are fun ways to promote higher level thinking skills among your students. The following is an example:

Start with a blank grid (until students are comfortable with the process, provide the grid to them). The grid for our example looks like this:

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary				
Doug				
Lisa				
Leon				

#### Procedure:

Four students brought their lunch from home. Use the following clues to find out which student brought what.

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary				X
Doug				
Lisa				X
Leon				

1. A boy brought the salad. (Since you know that Mary and Lisa could not have brought the salad, you would fill in the grid with X's in these two positions) like this:

#### ARIZONA STATE STANDARDS:

**MATH STANDARD 6: MATHEMATICAL STRUCTURE/LOGIC** STUDENTS USE BOTH INDUCTIVE AND DEDUCTIVE REASONING AS THEY MAKE CONJECTURES AND TEST THE VALIDITY OF ARGUMENTS.

6M-F2. DRAW INDUCTIVE AND DEDUCTIVE CONCLUSIONS ABOUT MATHEMATICAL PROPOSITIONS.  
PO 2. MAKE A PREDICTION BASED ON EXISTING INFORMATION.

#### HEALTH

**STANDARD 3 STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.**

3CH-F3. IDENTIFY HAZARDS FOUND IN THE HOME, SCHOOL AND COMMUNITY AND DEMONSTRATE WAYS TO AVOID OR REDUCE THE THREATS.

PO 2. DISCUSS WAYS TO AVOID AND/OR REDUCE THE THREATS.

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary			X	X
Doug			X	
Lisa			X	X
Leon	X	X	O	X

2. Leon's lunch smelled fishy. (Now we can make more X's and a O...since no one else brought a tuna sandwich we can make even more X's)

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary			X	X
Doug	X	X	X	O
Lisa			X	X
Leon	X	X	O	X

And by process of elimination now we know that Doug brought the salad so we can add more X's and another O.

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary	X	O	X	X
Doug	X	X	X	O
Lisa	O	X	X	X
Leon	X	X	O	X

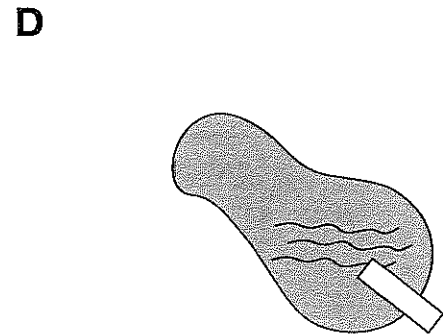
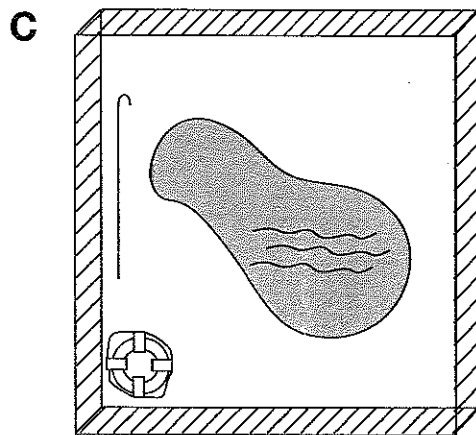
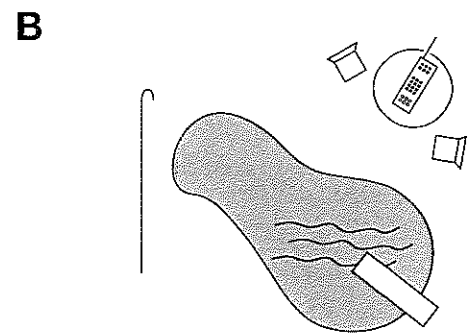
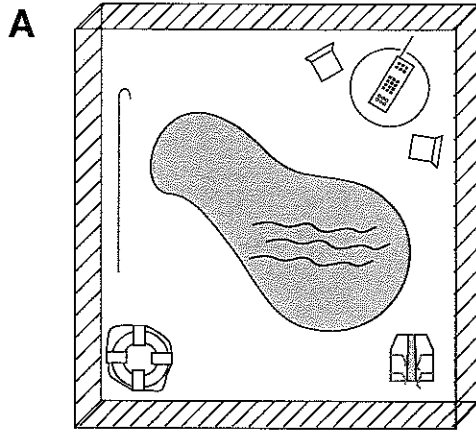
3. Mary is allergic to cheese. (Now we know Mary brought the hot dog...by adding another O and the X's we now know what Lisa brought as well.

Answer:

Mary brought the hot dog, Doug brought the salad, Lisa brought pizza, and Leon brought the tuna sandwich.

Procedure:

1. Review the Risk Watch™ safety rules in the Water Safety lesson.
2. Discuss the importance of always swimming with an adult present.
3. Do the sample logic grid with the students and then show the students the worksheet with the different pools illustrated.
4. Discuss each of the pools and the safe and unsafe things they see.
5. Have the students complete the logic grid individually, with a partner, or as a whole class depending on skill level.
6. As an extension activity make up other logic grid puzzles using students' names and other safety scenarios.



Name \_\_\_\_\_

Label A, B, C, or D to match the pool with the person:

Whose pool is the safest?

1. Amy's pool has a diving board.
2. Will's pool has a portable phone outside.
3. Erin's pool has a fence and a self-latching gate.
4. Lauren's pool has a life ring.
5. Lauren's pool does not have a portable phone.

Lauren \_\_\_\_\_

Will \_\_\_\_\_

Amy \_\_\_\_\_

Erin \_\_\_\_\_

Who has the safest pool?

\_\_\_\_\_